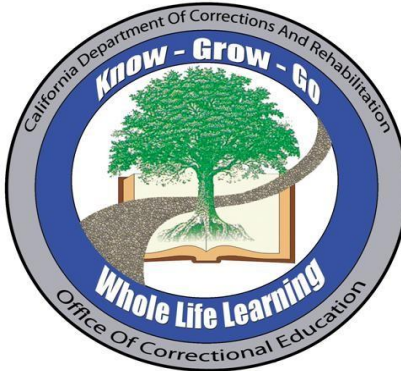


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

Ironwood State Prison

April 7 through 11, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

John Jackson, Raul Romero

VOCATIONAL EDUCATION

Beverly Penland, Dale Manners

LIBRARY

Christine Long

FEDERAL SUPPLEMENTARY PROGRAMS

Mark Lechich-WIA

Ron Callison-VTEA

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: ISP DATE: April 7-11, 2008 COMPLIANCE TEAM: G. Lynn Hada	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	Yes	
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	Yes	
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?	Yes	
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?	Yes	
5.	Are allocated funds for the Bridging Education Programs including Arts In Corrections (AIC) used to provide program services to inmates?	Yes	
6.	Are law library purchases funded by the institution's general budget?	No	<p>There is an ongoing attempt by CDCR Administration to resolve the use of Program 25 vs. Program 45 monies to operate Law Libraries. The ongoing discussions to resolve this funding issue are taking place between Adult Operations and Adult Programs headquarters staff.</p>

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006, instructions when filling vacancies?	No	The principal did not have a copy of the memo and was not familiar with it. However most of the hiring steps are being followed.
8.	Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis?	No	The EMR is not always accurate, even though it is being submitted on a timely basis. The EDR is accurate and submitted on a daily basis.
9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	
10.	<div>Credentials:</div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	Yes	
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	Yes	
12.	<div>Duty Statements:</div> Are 100% of the staff duty statements on file and applicable to current position?	Yes	
13.	<div>Operational Procedures:</div> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?	No	The current copy Operational Procedure is outdated (dated December 2005.)

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

14.	<ul style="list-style-type: none"> Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion? 	No	The Educational Operational Procedure refers to Chapter 5 of the Department Operations Manual. It also needs to be revised because of references to various types of leave usage procedures not permitted under the current teachers' union contract.
15.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Staff Assignments:</div> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	
16.	Are all staff appropriately working and/or assigned within the education program?	No	The teacher assigned to the Distance Learning funded position is working only on the college program rather than the programs described in the job description.
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	
18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	Yes	
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	Yes	
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	N/A	
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	Yes	The Plant Operations Electronic Technician.
24	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	No	The Alternate Education Delivery Model procedure which contains the plan has not been signed by all of the required stakeholders and therefore the plan is not implemented.
25	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	
26.	<div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Model (AEDM):</div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	No	The Alternate Education Delivery Model procedure, which contains the plan, has not been signed by all of the required stakeholders and therefore is not in place.
27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?	No	There has not been an agreement reached with the California Correctional Peace Officers Association at ISP. Therefore the school is not in compliance with Suzan Hubbard's memo requiring Alternate Education Delivery Model implementation.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

28.	Are all Alternative Education Delivery Model positions filled?	No	The Alternate Education Delivery Model procedure has not been signed by all of the required stakeholders and implemented. There has not been an agreement reached with the California Correctional Peace Officers Association at ISP. However the two Distance Learning and Independent Study positions have teachers in those position numbers.
29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	No	The Alternate Education Delivery Model procedure has not been signed by all of the required stakeholders and implemented. There has not been an agreement reached with the California Correctional Peace Officers Association at ISP.
30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	No	The Alternate Education Delivery Model procedure has not been signed by all of the required stakeholders and implemented. There has not been an agreement reached with the California Correctional Peace Officers Association at ISP.
31.	<ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? Are all approved Alternative Education Delivery Model faculty schedules posted? 	No	The Alternate Education Delivery Model procedure has not been signed by all of the required stakeholders and implemented. There has not been an agreement reached with the California Correctional Peace Officers Association at ISP.
32.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	
34.	<div style="border: 1px solid black; padding: 2px;">Certificates of Completion or Achievement:</div> <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? 	Yes	
35.	<div style="border: 1px solid black; padding: 2px;">Executive/Supervisory Assignments:</div> <p>Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)</p>	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	No	At least one supervisor is lacking classroom visitations records.
38.	<ul style="list-style-type: none"> Does the Academic Vice Principal/Vocational Vice Principal provide documented In-Service-Training and On-the-Job-Training? Are all probationary and annual performance evaluations currently due completed? 	No	On-the-Job-Training for new teachers does not always occur. Annual performance reviews are not all current.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	No	Contact with inmates in the Bridging Education Program is not documented. Contact with staff is appropriately documented.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	Yes	However, the report for March 2008 is very incomplete/inaccurate.
41.	<div>Test of Adult Basic Education:</div> <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)? Is the principal implementing remedial changes to improve the scores? 	Yes	
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div>Accreditation:</div> <p>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	Yes	
45.	<ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner. Is there a leadership team in place and do minutes substantiate regular meetings? 	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

46.	Inmate Enrollment/Attendance: Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?	Yes	
47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	No	The inmate assignment staff has not developed an eligibility list.
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	It is a recent practice for the Principal to maintain a copy of the current inmate assignment waiting list..
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	No	The Initial Classification Committee meets at such variable times that the education department has not attended.
50.	Bridging Program: Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?	Yes	
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	No	An education orientation packet is not included in the standard orientation package. There is no waiting list generated by the Inmate Assignment Office staff so the education department does not know which inmates are eligible for at least two weeks after arrival by which time the deadlines have passed.
52.	Transitional Living Network (TLN): Has the Transforming Lives Network satellite dish been installed and operational?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

53	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	No	The Literacy Coordinator is not the Academic Vice-Principal and an Academic Vice-Principal is not designated as the Transforming Lives Network coordinator.
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	No	The Education Monthly Report shows an enrollment of zero. There is no tracking of enrollment or completion of the Transforming Lives Network courses.
55.	Has Transforming Lives Network enrollment and completion data been tracked?	No	The enrollment and completion data is not tracked.
56.	<div style="border: 1px solid black; padding: 2px;">GED Testing/High School Credit:</div> <ul style="list-style-type: none"> Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	No	The school only has Adult Basic Education III classes and General Education Development classes. There is no high school credit program and no high school credits are being issued even to students earning them.
57.	<div style="border: 1px solid black; padding: 2px;">Inmate Education Advisory Committee:</div> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	No	The Inmate Education Advisory Committee does not meet regularly and not on all yards.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

58.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Education Files</div> <ul style="list-style-type: none"> Do all of the quarterly California Department of Corrections and Rehabilitation 128E and 154 or other official student school transcripts reports contain current and appropriate information that includes credits earned, course completions? Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? 	No	Five academic files were randomly selected and audited. The first file had two different inmates with the same last name and different California Department of Corrections and Rehabilitation numbers records mixed in the same file. The second file had not been updated for more than a year. The final three files were blank except for the student's name and number, even though the students had been assigned for more than four months. Several vocational files were randomly selected, three files had small errors, and the others were good,.
59.	<ul style="list-style-type: none"> Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation 154) transferred to Central Records when a student leaves education, transfers or paroles? Is there a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) (or High School Transcript) kept in the Education Office files in perpetuity? Are Education Files prepared for all assigned inmates? Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and transferred to the General Population receiving institution? 	No	Education files are usually mailed rather than being transferred to Central Records. The keeping of a copy of the Form 154 has only recently been started. Bridging Education Program Education files are usually received weeks late from the sending institution.
60.	If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	N/A	
61.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Literacy:</div> <p>Are literacy programs available to at least 60% of the eligible prison population?</p>	No	Per the Education Monthly Report, literacy services are available to only 42.5 percent of the eligible prison's inmate population.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	No	The last meeting records are from March, 2007. During the last several meetings only education staff attended rather than a selection of institution personnel as required by the 1998 Statewide Literacy Plan.
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	No	There no mention of the Bridging Education Program issues in any available minutes.
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	Yes	
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	Yes	Inmates voluntarily sign-up through a sign-up sheet in the library.
66.	<div style="border: 1px solid black; padding: 2px;">Developmental Disability Program and Disability Placement Program Programs:</div> <p>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?</p>	N/A	
67.	<div style="border: 1px solid black; padding: 2px;">ESTELLE/Behavior Modification Programs:</div> <p>Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	
69.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment: </div> Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?	N/A	
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	N/A	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	
72.	Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained?	N/A	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

74.	Recidivism Reduction Strategies: <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	No	There was no tracking log available.
75.	Recidivism Reduction Strategies Enhanced Outpatient Program: <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	N/A	
76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy?	N/A	
77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	N/A	
78.	Multi-Agency Re-entry Program (SB 618): <p>Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?</p>	N/A	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

81.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Vocational-Recidivism Reduction Strategies</div> <p>Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?</p>	N/A	
82.	<p>Are all Recidivism Reduction Strategies vocational classes at full enrollment?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: ISP DATE: April 7-11, 2008 COMPLIANCE TEAM: John Jackson, Raul Romero	Yes/No or N/A	COMMENTS
1.	Student Job Descriptions: Are all of the inmate students' job descriptions accurate, complete, signed, and available?	Yes	All reviewed files have job descriptions that accurate, complete, signed, and available
2.	Student Records/Achievements: Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?	No	Most teachers have Test of Adult Basic Education Test results in the student files and some do not. Some of the files contained scores dated October 2007. There are current test scores available from recently completed testing. It is recommended that Test of Adult Basic Education testing scores be posted via 128-E chronological reports in the student files as well as the pre-post subtest diagnostic reports as required by Office of Correctional Education policy.
3.	Are all of the California Department of Corrections and Rehabilitation 128-E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	No	Most teachers have all the appropriate documentation, others do not. It is recommended that supervisors review all student records maintained by teachers under their supervision to ensure that teachers understand the documentation requirements and that all student files contain the required documents.
4.	Is 100 perecent of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current?	Yes	All files reviewed have Is 100 percent of the California Department of Corrections and Rehabilitation curriculum recording system in-use. It is recommended that supervisors do check accuracy, and currency at least quarterly in comparison with information posted on the CDCR 154 Card in the Education File...

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

5.	Do 100 percent of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation-151 form) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	The timekeeping documents indicated the required number of hours in attendance, were accurate, and current. However, teachers were cautioned to accurately report any late arrivals and/or early releases due to control movement problems as "S" time...
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	No	Most teachers do not issue certificates of Achievement or Completion. Most teachers are not aware of the policy regarding the issuance of certificates. It is recommended that supervisors provide copies of the certificate issuance policy memo to all teachers. One of the teachers stated that he did not issue certificates because of a lack of access to develop certificates.
7.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum?	No	Most teachers have some form of lesson plan either from the textbook series such as Saxon Math or other curriculum. Some teachers do not have any lesson plans that can be used by a relief instructor or that can provide students and idea of daily, weekly, or monthly classroom activities.
8	Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?	No	The teachers had no knowledge or understanding of the process; and he did not know that they can issue credits for completed work.
9.	Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum?	Yes	Teachers have copies of the CDCR OCE issued curriculum frameworks. It is recommended that teachers follow course guidelines as a whole and not just teaching limited strand such as just math within an ABE classroom.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> <p>Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?</p>	Yes	The teacher is utilizing the established curriculum for Bridging Education Program and the teacher has a copy of the curriculum.
11.	Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	No	There is an apparent lack of consistency in Test of Adult Basic Education testing of inmates with no Test of Adult Basic Education scores at ISP. The Test of Adult Basic Education testing process must be developed to meet Office of Correctional Education requirements and ISP student needs. Some Comprehensive Adult Student Assessment System testing is taking place but there are no other assessments are being used to assess inmate job skills. There are job preparation activities within the Bridging Education Program Curriculum.
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation 151 form) that is up to date and accurate?	Yes	The Permanent Class Record Card (California Department of Corrections and Rehabilitation 151 form) that is up to date and accurate.
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	No	The Bridging Education Program teacher does not have a posted written weekly schedule that includes student programs (to pick up or deliver corrected or new education material) and contacts (where and when teacher is outside the classroom). However, the teacher does use a ducat list to have inmates pulled out to participate in small or individual education activities in small groups in the bridging classroom.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing Coordinator:</div> <p>Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?</p>	No	The Test of Adult Basic Education (TABE) coordinator was unfamiliar with this report.
15.	Does the Test of Adult Basic Education Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account?	No	Only the principal is the only education staff that has a user account.
16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	No	The Test of Adult Basic Education database is down loaded from the Principal's computer and his user account to be transferred to the Test of Adult Basic Education computer.
17.	Are Test of Adult Basic Education testing protocols signed by current staff?	No	The Test of Adult Basic Education coordinator did not have a copy of the signed Test of Adult Basic Education test protocols.
18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	No	A portion of the Test of Adult Basic Education test materials are in the appropriate locked cabinet. Other Test materials are checked out to satellite areas throughout the institution. No approved exception request to the test security mandatory standards guidelines was found
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	No	The Test of Adult Basic Education Coordinator has a computerized master inventory of the test books along with a hard copy, however, there was no inventory of the answer sheets.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	No	The Test of Adult Basic Education binder was located but the last several memorandums were not in the binder and it was not current.
21.	Is the Test of Adult Basic Education locator test being used when needed to determine which level appropriate Test of Adult Basic Education test to administer?	No	The Test of Adult Basic Education locator test was available and used periodically. Most teachers interviewed did not know about it or its purpose. Some teachers were aware of it but did not know they could use it. Part of the teachers assigned to test students never used the locator test.
22.	<div>Teacher-Test of Adult Basic Education Testing</div> Are teachers testing within 10 days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	There were several student files that did not contain evidence of adherence to the ten days of the student's initial entry into the classroom testing requirement.
23.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	No	Post Test of Adult Basic Education test results reported to Office of Correctional Education and student records do not provide evidence that the Test of Adult Basic Education tests administered according to the testing matrix.
24.	Is the Test of Adult Basic Education locator being used when needed to determine which level appropriate Test of Adult Basic Education test to administer?	No	Teachers do not have access to and they are not using the test of Adult Basic Education locator test.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

25.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	No	Most teachers are using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates, others teachers are not. There are teachers who have not discussed test results with students.
26.	Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?	No	Most teachers are using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates, others teachers are not. Teachers are also not reviewing the SPARC Report to trouble shoot subject areas that need improvement.
27.	Are current Test of Adult Basic Education subtests placed in student's file?	No	Most teachers have subtests placed in the student files others do not. There are many student files with outdated subtests results posted.
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Models:</div> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	No	The Distance Learning teacher spends one hundred percent of her time working with corresponding college students; and not with the approved Office of Correctional Education curriculum classes.
29.	Are the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	No	The Distance Learning teacher is only working with college students. The position is funded for primarily approved Office of Correctional Education curriculum classes; such as Adult Basic Education I, II, III, General Education Development, high school, etc. Some minor college assistance is permitted (proctoring, etc). There are no funded positions for college programs.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	No	The Distance Learning teacher works primarily with the college program and does not coordinate any Literacy, Adult Basic Education, high school or General Education Development curriculum with the TV Specialist. However, the Kentucky Educational TV General Education Development series is shown on institutional TV by the TV Specialist on his own accord.
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	No	Again, this portion of the Alternate Education Delivery Model primarily serves college students. The teacher does offer half day tutoring on various yards; the inmates he tutors are educated. The teacher has not issued any Adult Basic Education I, II, III, High School or General Education Development certificates of completion.
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	There is no education/work program currently operating at ISP.
34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	No	He is tutoring a half day on each yard; not using current CDCR curriculum or lesson plans. None of the students are assigned to him. Yet, he is maintaining PCR cards that he stated were being turned in monthly to the Principal.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	However, the Independent Study teacher only works with possible GED students. It is recommended that the program includes other OCE approved curriculum; for ABE III and High School subjects.
36.	<ul style="list-style-type: none"> Are teachers testing inmates within 10 days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	No	Some teachers are testing, most are not. Common practice is to hold students until a teacher can test a group of students. This is not an approved practice.
37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	Yes	
38.	Are students' gains being recorded and tracked?	Yes	
39.	Gender Responsive Strategies: Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM)(Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?	N/A	
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

41.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">ESTELLE and Behavior Modification Unit programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	N/A	
42.	<p>Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?</p>	N/A	
43.	<ul style="list-style-type: none"> • Do ESTELLE students have access to computers as required in the framework of the program for training? • Does the teacher have Test of Adult Basic Education scores on all of the students in the program? 	N/A	
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p>	N/A	
45.	<p>Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

46.	Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with confidential document procedure?	N/A	
47.	Are assessment interviews conducted in a semi-private environment?	N/A	
48.	Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	N/A	
49.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?	No	One teacher did not have a whistle.
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	All classrooms have exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan
51.	<div style="border: 1px solid black; padding: 2px;">Pre-Release</div> Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?	Yes	The teacher conducts Pre-Release classes on multiple yards on a rotational basis...

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

52.	Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?	Yes	
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	Yes	
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	Yes	
55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	Yes	
56.	Is the Pre-Release class a full-time program (4 days/8.5 hours or 5 days/6.5 hours)? If no, is there an exemption on file?	Yes	
57.	Are all of California Department of Corrections and Rehabilitation 128-E's, completion chronos and classroom records current and accurate and reflecting a full quota student enrollment?	Yes	
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	Yes	
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release reports on time and maintain copies of those Monthly Pre-release reports?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

60.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies Enhanced Outpatient Program Program:</div> <p>Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?</p>	NA	
61.	<p>Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?</p>	NA	
62.	<p>Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?</p>	NA	
63.	<p>Is there documentation of the education services provided to Enhanced Outpatient Program inmates?</p>	NA	
64.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Transforming Lives Network Program:</div> <p>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transitional Living Network, institutional television, visual worksheets, etc.?</p>	Yes	<p>There are 23 available channels and 22 are operating. There is excellent signal distribution throughout the institution. The Television Specialist has been at ISP for eight months and has not received all the necessary equipment that is on its way to ISP from Office of Correctional Education.</p>

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	No	The Transforming Lives Network broadcasts are being used as well as Palo Verde College and Coastline College pre-recorded course Digital Video Disks (DVDs). However, there is no teacher input or individual access at this time. The TV Specialist is making progress in fully implementing the requirements. All of the equipment has not been received. The TV Specialist is in the process of developing a TV Studio.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	No	There is no broadcast schedule other than the Transforming Lives Network schedule. The Television Specialist is developing such a schedule as he makes progress in the full implementation of the services.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	No	There is nothing developed or in place to provide for teacher input at this time. The Television Specialist is moving forward in developing and posting the schedule throughout the institution.
68.	<div style="border: 1px solid black; padding: 2px;">Recreation/Physical Education (P.E.):</div> Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?	Yes	
69.	Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies?	Yes	
70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

71.	Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?	No	The recreation teacher does not provide formal lessons. It is recommended that the physical recreation teacher provide some instruction in healthful living and the aging process to inmates on a planned schedule set for each yard.
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	Yes	
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	Yes	
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	Yes	
75.	Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	The recreation workers time is kept by the Recreation Officers.
76.	<div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies (Physical Education):</div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	Yes	
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO.	INSTITUTION: ISP DATE: April 7-11, 2008 COMPLIANCE TEAM: Beverly Penland, Dale Manners	Yes/No or N/A	COMMENTS
1.	Student Job Description: Are all of the inmate students' job descriptions accurate, complete, signed, and available?	Yes	
2.	Student Records/Achievements: Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?	No	Some teachers did not have current Test of Adult Basic Education scores in the files. Several files had a copy of a General Education Development (GED) or a High School (HS) Diploma, but there was no verification as authentic or a copy of Test of Adult Basic Education scores as require for exemption from Test of Adult Basic Education testing.
3.	Are all of the California Department of Corrections and Rehabilitation 128-E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is the curriculum recording system in-use, accurate, and current?	No	Five programs were not using the current recording systems for a variety of reasons including the lack of equipment, required software, didn't like the new version, etc.
5.	Does the Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?	No	The vocational programs often receive their students late due to a variety of reasons and were released early. The students often do not receive the 6.5 hours of contact time. The lost of instruction time can be up to one hour or more.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

6.	Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?	No	The teachers are unaware that credits can be issued.
7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	Yes	
8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	No	A few of the teachers were unaware of when each type of certificates is issued and under what conditions. Most teachers however, were issuing the certificates appropriately.
9.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> Do all of the vocational education classes have course outlines that agree with the California Department of Corrections and Rehabilitation curriculum?	No	Not all teachers had a course outline for their class. Several teachers had a good course outline for their classes and could be used as examples for the other teachers.
10.	Do all of the vocational education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation curriculum?	No	Some of the teachers were using outdated curriculum and recording systems with outdated lesson plans. A couple of programs did not have lessons plans for their curriculum.
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	No	A couple of teachers were not incorporating any literacy materials into lesson plans.
12.	Are Vocational Instructors conducting and documenting at least 4 hours of approved related formal classroom training each week for all inmate students?	No	A couple of the teachers were not documenting formal classroom training for their vocational trade.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

13.	<p>Are all of the vocational programs that have a nationally recognized certification programs participating in that program?</p>	No	<p>Only 9 computers are available for 27 students in each of the four Office Services' programs. Three of the programs do not have any of the software required to teach their program loaded on their 9 computers. The additional computers for these programs have been purchased and in the institution for over a year without being loaded with their software or placed in the classroom. One class has partial software loaded on its 9 computers. The only program on three of the Office Services classes is a typing program. Without the software and computers it is extremely difficult to provide vocation training for the inmates assigned to these programs. One of the classes with only the typing program is unable to save the student's typing lessons and tests. Additionally, ALL the teacher resource CD ROMs that were purchased with approved text books not allowed to be brought into the education classrooms. These read-only CD ROMs provide worksheets, teacher and learning resources and tests. The Office Service and Related Training Class teachers are waiting to receive Microsoft training necessary to issue Microsoft certification. The test software for Microsoft certification also needs to be loaded on the test computer for each program.</p>
14.	<p>Recidivism Reduction Strategies:</p> <p>Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

15.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">National Center for Construction Education and Research:</div> <p>Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?</p>	Yes	
16.	<p>Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?</p>	Yes	
17.	<p>Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?</p>	No	<p>Most of the National Center for Construction Education and Research vocational teachers do not have a staff computer to assist in generate the testing and documentation needed by the National Center for Construction Education and Research curriculum guide lines. In the Air Conditioning/Refrigeration class on "B" yard, 50 percent of the overhead lights are burned out. Most of the vocational classes have inadequate lighting in their shop areas. The lack of proper lighting could pose safety issues to staff and inmates when working with equipment and on projects.</p>
18.	<p>Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?</p>	Yes	
19.	<p>Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	Yes	
21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	
24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	Yes	
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education TESTING</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	The teachers do not test their own students. A teacher is assigned to do the testing on each yard. The teacher waits until they have enough students before they are tested. The testing teacher's class is usually closed.
29.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	No	Teachers advised that the Test of Adult Basic Education Coordinators notifies them which inmates need to be Test of Adult Basic Education tested. The teacher assigned to test will administer the pre or post Test of Adult Basic Education test when there are enough inmates to test.
30.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?	No	Most teachers were unaware of what a Test of Adult Basic Education locator was or its use. Some test scores seem to indicate the inappropriate level Test of Adult Basic Education test was administered. By administering the Test of Adult Basic Education locator test the appropriate test level can be determined.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

31.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	No	The majority of teachers had copies of Test of Adult Basic Education subtests and reviewed the results with the inmates. Some teachers were unfamiliar with the Test of Adult Basic Education subtests and their purpose.
32.	Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?	No	Most of the teachers did not use it to troubleshoot test score losses. Some of the teachers indicated they used the results to assist the inmates in areas they had difficulty in or for literacy needs. Others did not have copies.
33.	Are current Test of Adult Basic Education subtests placed in student's file?	No	Very few student files had copies of the Test of Adult Basic Education subtests. Most subtests were in a separate binder in the teacher's office. Some teachers did not have the subtest copies. They did not know they were to keep them.
34.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?	N/A	
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

36.	Security and Order: Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?	No	Several teachers did not have a whistle. A couple of teachers said they had a whistle but did not have it with them.
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	No	A couple of teachers did not have an Inmate Safety Committee and no weekly safety inspections were conducted.
39.	Are at least one hour per month of safety meetings being held and documented?	No	A couple of teachers did not have documentation of any safety meetings.
40.	Trade Advisory Committee: Does the instructor have a documented Trade Advisory Committee that meets at least quarterly?	No	Several teachers have been trying to continue their contact with Trade Advisory Committee (TAC) members via the phone or after work hours. Other teachers had documentation from 2002-2003, while some had no documentation or TAC members.
41.	Job Market Analysis: Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?	No	Most teachers had a copy of the Employment Development Department Job Market Analysis or job market survey. A couple of teachers did not have a copy. One teacher had an outdated copy.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

42.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Apprenticeship:</div> <p>Is there an active Apprenticeship Training Program?</p>	Yes	
43.	<p>If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?</p>	Yes	
44.	<p>Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?</p>	No	<p>No meeting has been held at the institution. The teacher, however, participates in several site apprenticeship functions and meetings on his own time.</p>
45.	<div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Employee and Community Services Programs.</div> <p>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?</p>	Yes	
46.	<p>If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO.	INSTITUTION: ISP DATE: April 7-11, 2008 COMPLIANCE TEAM: Christine Long	Yes/No or N/A	COMMENTS
1.	Library Staffing: <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	No	The school currently has a Library Technical Assistant working Out-of-Class as a Senior Librarian. A new-hire Senior Librarian has a report date of April 21, 2008.
2.	Department Operation Manual and Department Operation Manual Supplement: <ul style="list-style-type: none"> Is the current Department Operation Manual, Section 53060 available in main library (ies) and satellite library (ies)? Is there a Department Operation Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operation Manual supplement reflect the current, actual local library program? 	No	There are problems with referral to "Inmate Legal Assistant" (this inmate assignment does not exist) and a determination of 4 hours of access for Priority Legal Users. Also the listing of different categories for legal deadlines, and a determination to allow them two hours of access along with General Population users in the library procedures is not consistent with the requirements of the Department Operations Manual..
3.	General Population (GP) Access Hours: <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	Library hours are posted on the window at each yard. There are no weekend or evening hours. There are approximately two hours each day the library is open to accommodate students and workers.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

4.	<div style="border: 1px solid black; padding: 2px;">General Population Law Library Documentation:</div> <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use. Is there a list showing inmates who request legal access, and those who received access? 	Yes	
5.	<div style="border: 1px solid black; padding: 2px;">Restricted Housing Status Inmate Access:</div> <ul style="list-style-type: none"> If there are Restricted Housing inmates in the institution, is there a Department Operation Manual supplement relating to their use of the library? Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	
6.	<div style="border: 1px solid black; padding: 2px;">Restricted Housing Status Non-Legal Library Services:</div> <p>Do Restricted Housing inmates receive general library services?</p>	Yes	Boxes of fifty books (various titles and genre) are picked up and exchanged each month by the AdSeg Library Officer. If there is a specific title requested, the Central Library will fill the request, giving the book to the Correctional Officer for delivery.
7.	<div style="border: 1px solid black; padding: 2px;">Library Expenditures:</div> <ul style="list-style-type: none"> Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? If other items are purchased, are they for library use? 	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

8.	Inmate Welfare Funds (IWF) Expenditure: Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?	Yes	Education Department Inmate Welfare Fund ordering procedure for the libraries is in place.
9.	Law Library Expenditure: <ul style="list-style-type: none"> Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	LTA understands process. Inmate Clerk assigned to checking in materials along with staff supervision. A Memo SRR is used for tracking. Copies of the SRR are distributed by the Warehouse to Procurement.
10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	No	There was a problem with the Associate Information Specialist Analyst prioritizing the library loading. The problem may have been resolved with the last updates.
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	Yes	The warehouse notifies the Associate Information Specialist Analyst that the updates have arrived. The Associate Information Specialist Analyst then picks them up and loads them to the Legal Library Electronic Data System.
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

13.	Library Book Stock - Quality, Part I: <ul style="list-style-type: none"> • Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five (5) years and one unabridged dictionary (no older than 5 years); • Does the library program have at least three directories relevant to the questions asked by the population served? 	No	There is a need to order updated unabridged dictionaries and an updated Dictionary of Occupational Titles. The Directory of Attorneys is dated 2007, the Government Phone Book is dated 2007 and the HQ Headquarters Directory is dated 2006 and 2007.
14.	Library Book Stock - Quality, Part II: <p>Does each library in the institution have a current world almanac, an atlas that is no more than three (3) years old, an English language dictionary that is no more than five (5) years old, and a Spanish and English dictionary that is no more than ten (10) years old?</p>	No	The libraries need an updated Atlas, current editions are 2003. The Spanish/English Dictionaries to be updated prior to 2009, as well as the English language dictionaries.
15.	Library Book Stock - Quality, Part III: <ul style="list-style-type: none"> • Does each library regularly inspect the physical condition of their books? • Does the library program have a book repair procedure 	Yes	
16.	Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: <p>Does each library in the institution have at least one (1) textbook and two (2) supplemental titles which have copyright dates not more than ten (10) years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (inc. Spanish language) and Native American materials?</p>	No	The Minimum Support Facility library has very outdated vocational texts (i.e. Drafting), also needs additional high/low, academic and ethnic titles. All satellite libraries do not have current vocational texts.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

17.	Library Book Stock - User Orientation: <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	Suggestion boxes are in each of the satellite libraries. There is a library representative for the IAC and for the MAC.
18.	Library Book Stock - Quantity: (Department Operation Manual Book Aug) <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? 	Yes	
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	Yes	Finished processing RRS books and have setup "Tracking of Use" procedure.
20.	Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	Yes	The inmates can use printed booklists which are available to inmates in binders. They can borrow from any one of the satellite and depository libraries; there is no outside Inter-Library Loan system.
21.	Circulation: <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	Yes	Needs to be standardized for all libraries to use same system.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

22.	Mandated Law Library/California Code of Regulations, Department Operation Manual <ul style="list-style-type: none"> • Are the Gilmore v. Lynch mandated law books up to date? • Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? • Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operation Manual? • Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	No	All updates are received in the Central library. The libraries are waiting for new subscriptions to be processed by Headquarters for the Legal Library Electronic Data System.
23.	Law Library - American Disability Act (ADA): Are American Disability Act mandatory postings present in the library?	Yes	One wall in each satellite library dedicated to postings.
24.	Circulating Law Library: Is a procedure for accessing the Circulating Law Library in place?	Yes	(Institution Circulating Law Library from Central Library)
25.	Court Deadlines: Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?	Yes	Exception: The only access for the Minimum Support Facility is through paging or moving the inmate to another yard.
26.	Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

27.	<div style="border: 1px solid black; padding: 2px;">General Library Forms and Supplies:</div> <p>Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?</p>	Yes	
28.	<div style="border: 1px solid black; padding: 2px;">Inmate Clerk Training:</div> <ul style="list-style-type: none"> • Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? • Do inmate clerks receive training on a regular basis in law library and general library processes? 	Yes	<p>The clerks must have previous Clerk experience. They take a test for legal knowledge and are given training on the premises and are tested afterwards. They then receive a certificate of training. They are trained periodically on new library procedures, etc.</p>
29.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <ul style="list-style-type: none"> • Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? • Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? 	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
Duty Statement/Job Description/Credentials – Literacy Learning Lab			
1.	Do you have a current duty statement on file (within one year)?	Yes	Mr. Halloran is a new PLATO Lab instructor.
2.	Do you have a valid credential on file?	Yes	Located in the Education Office.
Security/Order – Literacy Learning Lab			
3.	Are personal alarms issued by the institution to teaching staff and worn?	Yes	Plus Mr. Halloran has a whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	Exit sign over door with evacuation plans next to the door.
Supervisory/Support – Literacy Learning Lab			
5.	Do you receive support from your supervisor and other educational staff?	Yes	Excellent support
6.	Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	Yes	Ms. Baird visits daily and Mr. Stanley visits twice a month.
Inmate Enrollment – Literacy Learning Lab			
7.	Do you maintain a minimum enrollment of 27 students?	Yes	Twenty-seven students for 6.5 hours per day.
8.	Do students receive direct/group instruction?	No	Group work on board covering all subject areas. It is not a Literacy Learning Lab at this time because students have no use of the computers.
9.	Is the Literacy Learning Lab a "self contained" program?	No	It is not a Literacy Learning Lab at this time because student have no use of the computers
Student Records/Testing Achievements – Literacy Learning Lab			
10.	Do you verify non-GED or HS graduation of the student?	Yes	Call the Testing Coordinator to verify or have student fill out form for Transcript Request.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	No	It is not a Literacy Learning Lab at this time because students have no use of the computers.
12.	Does each student have a current TABE score? <i>If not, do you refer the student for testing?</i>	Yes	Test of Adult Basic Education and Comprehensive Adult Student Assessment System scores are current. If the student's Test of Adult Basic Education score is not current, Mr. Halloran will test student.
13.	Do you assess student's basic skill level? <i>Describe</i>	Yes	Teacher interviews student and gives the student the San Diego Quick test to assess student skills.
14.	Are at least 90% of the CDC-128E's, classroom records and accountability documents current, accurate and secured?	Yes	All student files are current, accurate, and secured in locked cabinet.
15.	Are the Student Files current (incl. TABE and any assessment scores)? <i>Review</i>	Yes	All scores are current.
16.	Is there a current Student Job Description on file?	No	The Job Description did not reflect that the Literacy Learning Lab is designed for computer assisted learning. Students are unable to use the computers.
Instructional Expectations – Literacy Learning Lab			
17.	Do you use the approved CDCR Competency Based ABE curriculum?	No	Incorporated in student pencil/paper work. Students are unable to use the computers.
18.	Are differentiated instructional methods used? <i>Describe</i>	No	Reading and math groups work. Three groups going at one time. But not with the Literacy Learning Lab software.
19.	Do students track their own progress?	No	Students are unable to use the computers.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
20.	Do the students receive computer orientation? Is there continuous training? Describe	No	Literacy Learning Lab computers do not function to allow student use of the computer workstations.
21.	Do you maintain course outlines and lesson plans? Review files	Yes	Outlines and lesson plans being put together as the teacher (new to the position) progresses.
22.	Do you use alternative assessment instruments (besides the required TABE), to determine a student's instructional plan? Describe	No	Comprehensive Adult Student Assessment System only. The Literacy Learning Lab computers do not work to enable students' access to additional assessments.
23.	Do students spend an average of six months of instructional time enrolled in the program?	Yes	Six months to a year is the average.
Other Services – Literacy Learning Lab			
24.	Do you refer students to other services, i.e. medical? Describe the process	Yes	Teacher would have the Education Officer contact medical or send student to Housing Unit.
25.	Do you provide the students career-related information?	Yes	Job related activities, goal setting and other life skills.
26.	Do you have student aides? If so, how many and how are they used?	Yes	Three student aides. They provide tutoring and clerical support.
27.	Have you participated in conferences, workshops and seminars from July 1, 2007– December 31, 2008? If so, provide a list.	No	Mr. Halloran needs training on the PLATO, New Horizons and Reading Plus software.
Expenses – Literacy Learning Lab			
28.	Are spending levels appropriate for material purchases and training to support program needs?	Yes	
Equipment – Literacy Learning Lab			

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
29.	Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? <i>Conduct an inventory</i>	Yes	This PLATO Lab has new computers. This Literacy Learning Lab is not presently functioning for student use.
30.	Is your software appropriately maintained by PLATO's technical field staff?	Yes	Mr. Halloran is very happy with the PLATO the support from the PLATO Learning, Inc. However the software does not work under the present environment, which is not the fault of PLATO.
31.	Do you register all new software purchases with the Associate Information Specialist Analyst?	No	The Information Technology personnel have not supported the Literacy Learning Lab. The Literacy Learning Lab has not operated effectively for three years due to lack of Information Technology support at ISP. Reading Plus software purchased in August, 2007 is not installed in Literacy Learning Lab.
Committees/Meetings – Literacy Learning Lab			
32.	How often do you meet with the referral teacher for consultation on a student?	N/A	Students are assigned by Assignment Office.
CASAS/TOPSpro Management Information System (MIS) Coordinator			
33.	Have you been trained in the area of California Accountability and the TOPSpro Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? <i>Dates of last trainings</i>	Yes	Mr. Baptiste attended the April 2007 and the October 2007 TOPSpro training conducted by the Workforce Investment Act Administrator. He also attended the 2007 Comprehensive Adult Student Assessment System Summer Institute.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
34.	Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? <i>Explain the CASAS testing procedures at your institution.</i>	Yes	Adequate amount of testing materials. The teachers pick-up the testing materials in the Testing Office. Sign-Out/Sign In Sheet system is in place.
35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	Locked in cabinet in secured Hot Room within the Testing Office.
36.	Are you using the latest version of the TOPSpro Management Information System software?	Yes	TOPSpro version 4.6 Build 69.
37.	Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	Yes	The computer is in good shape. However the scanner is antiquated and it must be replaced by WIA funds. New scanners are on order.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	Yes	Competency Reports for Students and Class. Student Gains by Class Report is also given to the classroom teachers.
39.	Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report?	Yes	Mr. Baptiste checks the Payment Point Report monthly. The Preliminary Report is also checked for cleaning data.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
40.	Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the Comprehensive Adult Student Assessment System Coordinator would send the survey to the ex-student to fill out and return to Coordinator via institution mail.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	Second Quarter data showed "No Student Qualified".
42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used for assisting Coordinator to locate errors in the data.
43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	Yes	<p>This report is given to teachers and supervisors to account for the students learning gains.</p> <p>All records matched.</p>

COMMENTS:

As of this visit (February 27, 2008), the Literacy Learning Lab teacher is unable to enroll students, provide lessons or assessments with the PLATO software. The Literacy Learning Lab software has been restricted thus not allowing Mr. Halloran access to the programs. Mr. Halloran has no printer access to print reports for students when the software and hardware issues are resolved. These restrictions hinder his ability to utilize the PLATO software for its intended use. Thus the Literacy Learning Lab is merely an ABE program with no computer assisted learning as it is designated under Penal Code 2053.1, the Prisoner Literacy Act.

The Reading Plus software delivered to ISP in mid August of 2007 has not been installed.

COMPLIANCE REVIEW FINDINGS FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
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The Literacy Learning Lab had about sixteen computers delivered and operating by April 10, 2008, the time of the Office of Audits and Compliance, Educational Compliance Branch visit.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

No.	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or N/A	COMMENTS
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Inmate Enrollment					
1.	Is the class meeting the Office of Correctional Education required enrollment quota? (Note the actual enrollment in the comments section).	Yes	Prog. Quota Enrollment:		
			#1: 27 27		
			#2: 27 27		
			#3: 27 27		
Equipment Inventory					
2.	Is the Vocational and Technical Education Act equipment properly tagged? (Note the condition of equipment in the comments section).	Yes	Condition of equipment: <i>New in all VTEA programs</i>		
3.	Is Vocational and Technical Education Act equipment used for the intended purpose?	Yes			
Student Records/Testing Achievements					
4.	Are course completions being issued for OCE program training requirements? ▪ How many students are trained per year? (Note the number of students trained per year in the comments section).	Yes	Number of students trained per yr. Program #1: 40 #2: 80 #3: 50 Total: 170		
5.	Do Student files verify equipment training on California Department of Corrections and Rehabilitation Form 128E?	Yes			

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

No.	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or N/A	COMMENTS																																		
6.	Is the Office of Correctional Education-approved curriculum and recording system in use?	Yes																																			
7.	Are lesson plans in accordance with OCE guidelines?	Yes																																			
Related Training																																					
8.	Is safety and literacy training taking place in accordance with OCE guidelines?	Yes																																			
Vocational Classroom Physical Access																																					
9.	Are students able to get physical access to the vocational shops over 50% of the time? (Note the "X" and "S" time for the last two prior months).	No	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5">Over a two month period</th></tr> <tr> <th rowspan="2">Prog.</th><th colspan="2">1st month</th><th colspan="2">2nd month</th></tr> <tr> <th style="text-align: center;">X</th><th style="text-align: center;">S</th><th style="text-align: center;">X</th><th style="text-align: center;">S</th></tr> <tr> <td>#1:</td><td style="text-align: center;">1863</td><td style="text-align: center;">720</td><td style="text-align: center;">1847</td><td style="text-align: center;">1167</td></tr> <tr> <td>#2:</td><td style="text-align: center;">927</td><td style="text-align: center;">1018</td><td style="text-align: center;">1500</td><td style="text-align: center;">1418</td></tr> <tr> <td>#3:</td><td style="text-align: center;">2132</td><td style="text-align: center;">500</td><td style="text-align: center;">1504</td><td style="text-align: center;">1679</td></tr> <tr> <td>Totals</td><td style="text-align: center;">4922</td><td style="text-align: center;">2238</td><td style="text-align: center;">4851</td><td style="text-align: center;">2654</td></tr> </table>	Over a two month period					Prog.	1 st month		2 nd month		X	S	X	S	#1:	1863	720	1847	1167	#2:	927	1018	1500	1418	#3:	2132	500	1504	1679	Totals	4922	2238	4851	2654
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#3:	2132	500	1504	1679																																	
Totals	4922	2238	4851	2654																																	
Trade Advisory Committee																																					
10.	Are quarterly meetings held and minutes kept? (Note the Number of TAC members, number in the comments section).	No	Number of TAC members: Program #1: 5 #2: 2 #3: 0 Total members: 7																																		

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

No.	INSTITUTION: ISP DATE: February 27, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or N/A	COMMENTS
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Supplemental Areas (not counted for points on the overall Compliance Review)			
11.	Apprenticeship: <ul style="list-style-type: none"> ▪ Number of apprentices_____ ▪ Institutional Pay_____ ▪ Union/Company Affiliation_____ _____ — ▪ Current DAS Form_____ ▪ OJT Work Logged_____ ▪ Less than 5 years_____ 	N/A	
12.	Is the shop clean? (Note the cleanliness and general maintenance of the shop in the comments section).	Yes	